

**Standard 7-7** The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.

**7-7.4** Summarize global efforts to advance human rights, including the United Nations' adoption and proclamation of the Universal Declaration of Human Rights, the end of colonialism by European nation-states, and the collapse of the apartheid system. (H, G, P)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about global efforts to advance human rights, including the United Nations' adoption and proclamation of the Universal Declaration of Human Rights, the end of colonialism by European nation-states, and the collapse of the apartheid system.

In Global Studies, students will compare the challenges and successes of the movements toward independence and democratic reform in various regions following World War II, including the role of political ideology, religion, and ethnicity in shaping governments and the course of independence and democratic movements in Africa, Asia, and Latin America (GS-6.3). Students will also summarize the impact of economic and political interdependence on the world, including economic imbalance and social inequality and efforts to address them (GS-6.4).

In US History, students will explain the movements for racial and gender equity and civil liberties and the influence of the civil rights movement on other groups seeking ethnic and gender equity (USHC-9.5).

**It is essential for students to know:**

The 1948 **Universal Declaration of Human Rights** set human rights standards for all nations, enumerating specific rights that every human should have. World organizations, such as Amnesty International, have worked to increase global awareness of human rights violations. Increasingly, issues of human rights are difficult to enforce. In a direct response to WWII atrocities such as the Holocaust, the 1948 Universal Declaration of Human Rights defined genocide, yet it is troublesome for worldwide organizations to determine what role they can or should take in mediating in the affairs of a sovereign nation, even one that seems to be in violation of basic human rights.

Following World War II, colonialism by European nation-states became increasingly unpopular. Unfortunately, freedom for the colonized nations often came at a high cost. Africa had been divided without regards for ethnic or linguistic boundaries following the Berlin Conference of 1884-85 (7-4.1). This method of creating borders caused much tension among the newly sovereign peoples as they debated who would control the land.

Those African nations that had been directly ruled typically had the more difficult transitions, often experiencing a series of dictators and civil wars following decolonization, as native groups struggled to regain prestige and power. In some cases, these civil wars led to greater human rights violations in the form of genocides, such as Rwanda in 1994 and in the Sudan more recently. Many nations of Africa did not see a democratic system until the early 2000s (e.g. Kenya, Congo, Ghana.) As Britain was preparing to move out of India, two groups were vying for control of the government: Hindus and Muslims. Both the Indian National Congress and the Muslim League were created to represent the interests of their respective groups and to prevent the opposition from gaining too much control. In 1947, India was granted independence and a partition was created, dividing India into the countries of India (Hindu) and Pakistan (Muslim). A period of great violence followed as nearly ten million people moved to their appropriate countries, with approximately one million dying in the violence that occurred in the process. Mohandas Gandhi, a leader in the Indian independence movement and a supporter of non-violence, also became a victim of the partition, as he was assassinated in 1948 when it was felt he had taken sides. Since 1948, India and Pakistan have experienced continued violence and instability. The region of Kashmir was contested by both countries until a 1949 cease-fire was declared by the UN, but this region continues to be fought over. In 1971, a civil war broke out in Pakistan, eventually resulting in the creation of the country of Bangladesh from what used to be East Pakistan.

South Africa also demonstrated human rights violations with the apartheid system in place throughout much of the twentieth century. South Africa's black majority was constitutionally denied rights beginning in the mid-1930s. In 1948, **apartheid**, the legal segregation of whites and blacks, was instituted. In 1959, homelands for black South Africans were created, forcing the majority of the people to live on a small percentage of selected inferior land. Groups formed in opposition to the policy, such as the African National Congress (ANC), but such groups were illegal. Those who spoke out in opposition of apartheid were imprisoned (ANC leader Nelson Mandela) or killed (Stephen Biko). In 1989, a new president, F.W. DeKlerk was elected. DeKlerk legalized the ANC and released Mandela from prison. Soon after, the South African parliament repealed apartheid laws. In 1994, the first universal elections were held, during which Mandela was elected president, a position he held until 1999.

**It is not essential for students to know:**

Extended study of the wording of the Universal Declaration of Human Rights is not necessary. For the purposes of this indicator, focus should instead be on the basic intent created by the document and the large ripple effects created since that time. While there are many aspects of African decolonization that can be studied, it is not necessary to focus on each country or every detail of the struggles within all countries. Again, focus on patterns or major issues that lead to continued violations of human rights into the twenty-first century.

**Assessment guidelines:**

The objective of this indicator is to **summarize** global efforts to advance human rights; therefore, assessments should require students to **interpret** the United Nations' Universal Declaration of Human Rights, **explain** the end of colonialism by European nation-states, and **describe** the collapse of the apartheid system.